DOCUMENT RESUME

ED 181 612 EC 121 407

AUTHOR	Hohn, Robert L., Ed.
TITLE	Educating Students in Least Restrictive Environments: Instructional Preparation for Teachers. Series I: Characteristics and Assessment of Exceptional Learners.
INSTITUTION	Kansas Univ., Lawrence. School of Education.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	78
GRANT	G007500495
NOTE	48p.; For related information, see EC 121 408-409
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Elementary Secondary Education; *Handicapped Children; Learning Theories; *Mainstreaming; Student Characteristics; Student Evaluation; *Teacher Education; Teachers; Teaching Guides; Teaching Methods

ABSTRACT

Intended for preservice regular education teachers, the modules in Series I are intended to supply basic information about exceptional and normal children, how they learn and how their performance may be assessed in the classroom. Following a series overview are sections which address: characteristics of normal and exceptional children, classroom assessment principles and procedures, theories of learning, and writing behavioral objectives. A prospectus, student objectives, and enabling activities are outlined for each area. Sample forms and handouts are also included. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Educating Students in Least Restrictive Environments: Instructional Preparation for Teachers

ED181612

EC 121407

BEST COPY AVAILABLE

Series I: Characteristics and Assessment of Exceptional Learners

School of Education
The University of Kansas

Managing Editor: Oscar Haugh
Series I Editor: Robert L. Hohn

EDUCATING STUDENTS IN LEAST RESTRICTIVE ENVIRONMENTS
Instructional Preparation for Teachers

BEST COPY AVAILABLE

produced by the
Dean's Grant Project
School of Education
The University of Kansas

The project presented or reported herein was performed pursuant to Grant #GOO7500495 from the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare. The points of view expressed are those of the contributing authors and do not necessarily reflect the position or policy of the U.S. Office of Education. Further, no official endorsement by the U.S. Office of Education should be inferred.

Issued Fall 1978

FORWARD

The instructional modules included in this unit were designed for use by preservice regular education teachers in University of Kansas' School of Education. More than fifty percent of the faculty in the School of Education participated in the development of one or more modules designed for integration within the regular teacher education curriculum at the University of Kansas. Moreover, the modules were developed at least in part by individuals who would teach the content. Thus, while the modules are appropriate and complete for use by our own faculty, they may seem inappropriate or incomplete to another reader. The module format was adopted primarily to maximize instructor flexibility in incorporating this content into the existing preservice curriculum. Because of the form of the modules, the instructor who adapts them for use will need to become thoroughly familiar with module content as well as to provide examples of how principles included in each module can be applied to the content of his/her course. We realize that this does limit the usefulness of this curriculum outside the University of Kansas School of Education, but maximizes the utility of the units within the School of Education.

ASSUMPTIONS OF THE CURRICULUM

In accord with the philosophical basis of the Dean's Grant Project at the University of Kansas, these modules were field tested and are being taught as integrated portions of regular education content. The advantages of this approach include the following:

1. This manner of presentation is in consonance with the underlying philosophy of mainstreaming. While modules could be included in separate, special education courses, the University of Kansas' modules were developed with the intent of ending the separation between regular and special education methodology in preparing teachers to serve children in Least Restrictive Environments.

2. Integration of Least Restrictive Environment content into regular education courses will enhance student appreciation of the fact that teaching mildly handicapped students in regular classrooms is an integral part of the teaching responsibility, not an educational afterthought.

3. Integration of the modules into regular education classes will facilitate student ability to apply techniques previously associated with special education to regular education content. Also, integration of the modules will enhance student awareness of the critical importance of sound instructional technology in all content areas for mildly handicapped students.

4. Integration of Least Restrictive Environment content into regular education courses will enhance the potential application of this content to addressing the unique needs, learning styles, and interests of all students.

OVERVIEW OF THE DEVELOPMENT PROCESS

The modules included in series 1-5 of *Educating Students in Least Restrictive Environments* are the culmination of the efforts and commitment of a large proportion of the School of Education faculty at University of Kansas during the 1975-1978 Dean's Grant Project.

The conception of *Educating Students in Least Restrictive Environments* as a curriculum development project at University of Kansas' School of Education occurred during 1975 when faculty generated and reached consensus on a list of competencies which would serve as a basis for the new Least Restrictive Environment content.

Through Summer, 1976, faculty volunteers wrote an original set of modules addressing each competency. This first attempt at developing the new curriculum resulted in a series of modules which varied greatly in length, format, demands on the instructor, and class hour demands for instruction. Thus, on the basis of formative evaluation of the modules, format and content revisions were made in order to produce a more consistent curriculum which could, in fact, be taught within the course/time parameters of the overall School of Education curriculum. This revision process included changing content of modules, deletion of some modules and development of new modules, as necessary to ensure a consistent and coherent curriculum.

The final step in developing the *Educating Students in Least Restrictive Environments* curriculum was summative evaluation of the curriculum in the form of field testing modules in regular education courses. During Fall, 1977 and Spring, 1978 this summative evaluation was conducted, and modules were further revised on the basis of recommendations from regular education faculty who taught the new material and students who received the instruction. The resulting series constitutes the *Educating Students in Least Restrictive Environments* curriculum.

We sincerely hope that the *Educating Students in Least Restrictive Environments* curriculum will be useful instructional tool to both faculty and students of the School of Education, University of Kansas, as well as to other institutions of higher education and inservice teachers who may wish to adapt our curriculum for training regular educators to teach handicapped students in the Least Restrictive Environment.

Dale P. Scannell, Dean
School of Education

Jerry D. Chaffin, Professor
Department of Special Education

P. Jeannie Kleinhammer, Project Coordinator
1975-1978

Acknowledgements

The *Educating Students in Least Restrictive Environments Curriculum* represent the efforts of many University of Kansas School of Education faculty who were involved in considering and revising competencies, writing original modules, reviewing the original modules, and revising or developing new modules. While authorship of modules included in this curriculum reflects only those faculty who contributed to the revised series of modules, the task of these authors would have been overwhelming without the original contributions of faculty who developed the first units. It is only appropriate, then, to acknowledge all persons who have provided voluntary time and effort to the writing process and to consider those persons as contributing authors.

Contributing Authors include:

Bob Hohn	*Educational Psychology and Research*
Barb Clarke	*Special Education*
Ed Meyen	*Special Education*
Ron Stocum	*Curriculum and Instruction*
Jean Pyfer	*Health, Physical Education, and Recreation*
Rich Simpson	*Special Education*
Jerry Chaffin	*Special Education*
Pat Gallagher	*Special Education*
Madge Regan	*Special Education*
Don Horner	*Special Education*
Peggy Glazzard	*Special Education*
Bill LaShier	*Curriculum and Instruction*
Walt Smith	*Curriculum and Instruction*
Dick Whelan	*Special Education*
Dr. Hudson	*Special Education*
Milo Stucky	*Administration Foundations, and Higher Education*
Al Larson	*Special Education*
Gordon Alley	*Special Education*
Judy Wilson	*Special Education*
Mary Moran	*Special Education*
Bob Carvell	*Curriculum and Instruction*
Gary Clark	*Special Education*

As mainstreaming modules were completed, the following faculty volunteers reviewed format and content of each module:

Bob Hohn	*Educational Psychology and Research*
Ed Meyen	*Special Education*
Walter Smith	*Curriculum and Instruction*
Bob Carvell	*Curriculum and Instruction*
Og Lindsley	*Administration Foundations and Higher Education*
Ron Stocum	*Curriculum and Instruction*
Paul Haack	*Music Education and Music Therapy*
Gary Clark	*Special Education*
Bill Sears	*Music Education and Music Therapy*
Larry Havlicek	*Educational Psychology and Research*
Phil McKnight	*Curriculum and Instruction*
Floyd Hudson	*Special Education*
Nancy Peterson	*Special Education*

Karl Edwards	*Curriculum and Instruction*
Nita Sundbye	*Curriculum and Instruction*
Sherry Borgers	*Counseling*
Gordon Alley	*Special Education*
Don Treffinger	*Educational Psychology and Research*
Marvin Fine	*Educational Psychology and Research*
Edwyna Gilbert	*Curriculum and Instruction*
John Poggio	*Educational Psychology and Research*
Lee Capps	*Curriculum and Instruction*
Jerry Chaffin	*Special Education*
Doug Glassnapp	*Educational Psychology and Research*
George Crawford	*Administration Foundations, and Higher Education*

Series I Characteristics and Assessment

CONTENTS

Series Overview
Robert L. Hohn 1

Complete list (titles) 3

Characteristics of Normal and Exceptional Children
Robert L. Hohn 5

Classroom Assessment Principles and Procedures
Nona Tollefson 11

Theories of Learning
Robert L. Hohn 19

Writing Behavioral Objectives
Nona Tollefson 23

Series Overview

Series I - Characteristics and Assessment of Exceptional Learners

Robert L. Hohn

The modules in Series I "Characteristics and Assessment of Exceptional Learners," are intended to supply basic information about exceptional and normal children, how they learn and how their performance may be assessed in the classroom. This series of modules is one section of a complete curriculum, *Educating Students in Least Restrictive Environments: Instructional Preparation for Teachers*, developed for the Dean's Grant Project, School of Education, University of Kansas. (A complete listing of modules included in the five instructional packages composing this series can be found on the page following.)

Recommended Placement of Modules for Instruction

The modules in this series have been field-tested and included in introductory educational psychology and educational measurement courses. They assume some previous introduction to psychological concepts.

Overview of Modules

This series discusses basic theoretical and applied techniques useful in identifying and assessing normal and exceptional children. Included are theories of learning, development and instruction, observation techniques, informal and formal assessment procedures, and the development of instructional objectives.

Instructional Considerations

Specific recommendations to the instructor accompany each module description. The instructor should review these recommendations as well as the module content carefully in order to plan for instructional time, independent work required of students, and field-based or discussion activities. The instructor should also review required and recommended readings and place on reserve copies of student readings which are not included in an educational library. Although examples, discussion and activities are recommended, the instructor may want to add others or alter the ones provided in order to insure continuity and relevance to the course in which the module is to be delivered.

The readings presently included or recommended were judged to be most appropriate for use by pre-service teachers at the University of Kansas. The criteria for selection of each reading assignment included consideration of course content into which modules would be integrated, the desired depth of readings considered appropriate for undergraduate students and the instructor's preference. Readings may need to be modified when the module is used in different courses, with different students or by different instructors.

Educating Students in Least Restrictive Environments, SERIES TITLES

Series I Characteristics and Assessment

1. Characteristics of Normal and Exceptional Learners
2. Classroom Assessment Principles and Procedures
3. Theories of Learning
4. Writing Behavioral Objectives

Series II Planning for Instruction

1. Approaches for Delivering Special Education Services
2. Referral Systems
3. Development and Use of the IEP
4. Analyzing Instructional Tasks
5. Selecting Instructional Activities for a Students Strengths and Weaknesses
6. Individualizing Instructional Materials and Media
7. Organizing and Planning for Individual and Group Instruction
8. Planning Classroom Schedules for Individual Instruction
9. Planning Classroom Layouts for Exceptional Learners.

Series III Instructional Management

1. Instructional Planning for Learner Participation
2. Verbal and Nonverbal Communication
3. Questioning Techniques for the Classroom
4. Planning Frequent Success Experiences for the Learner
5. Motivational Techniques
6. Managing Your Classroom
7. Formative Evaluation in the Classroom
8. Maintaining Records of Student Progress
9. Reporting Student Progress to Parents
10. Reporting Student Progress to Ancillary Personnel

Series IV Communication Skills

1. Communication Skills
2. Attitudes Toward Exceptionality

Series V Legal, Philosophical, and Social Issues: Implications for Handicapped Students

1. Litigative and Legislative Trends in Educating Handicapped Students.
2. Legal Protections for Handicapped Students in the Schools.
3. Teacher Responsibility and the Law.
4. Historical Issues in Educating Handicapped Students.
5. Social and Ethical Implications of Terms and Labels.
6. Values, Priorities, and Policies Regarding Handicapped Students.
7. Ethical and Social Consequences of Testing, Grouping, and Special Treatment.
8. Social Determinants of Attitudes toward Exceptionality.
9. Influence of Social and Environmental Interactions on Self Concept of Handicapped Students.
10. Public Attitudes, Political Climate, School Policy: Impact on Treatment of Exceptional Learners.

CHARACTERISTICS OF NORMAL AND EXCEPTIONAL CHILDREN

by
Robert L. Hohn
University of Kansas

Have you ever noticed that in a typical sixth grade class children may be as tall as 5 ft. 6 in. or as short as 4 ft. 6 in.? That one kindergarten child can pronounce all of the basic sounds of English while another still speaks in "baby talk"? That some third graders are able to discuss an important issue calmly, while others get angry and begin to shout? If you have, then you are aware that many differences in children are developmental in nature; that is, despite similar age and background, variability in rate of growth frequently occurs. Distinguishing those differences in growth rate which one would expect among normal children from those which serve to identify exceptional growth patterns is an important teacher competency. This module will provide information and skills which will allow the prospective teacher to understand child and adolescent development and to begin to distinguish normal from atypical growth.

Student Outcomes

The student can recognize and describe behavioral characteristics which indicate both normal and atypical developmental patterns of learners.

Instructor Information

Prerequisites:

A basic course in introductory psychology is considered a prerequisite for this module, since students should have mastered basic psychological concepts (stimulus, response, intelligence, etc.) and have become familiar with the scientific method applied to social science. Other education or psychology courses are not necessary as a prerequisite.

Organization:

One hundred and seventy-eight pages of reading from two textbooks, one journal article, and four films comprise the basic content for this module. Students are required to develop a description of normal and atypical learners for each stage of development. Class time will be spent in lecture and discussion of the readings and films.

Content Overview:

The readings provide description of four dimensions of development (physical, cognitive, perceptual and socio-emotional) for the stages of infancy, pre-school age, elementary school age and adolescence. In addition, the basic theories of development of Piaget, Freud, Erikson and the behaviorists are presented.

More specifically, the readings and films include:

I. Physical development
   A. Psychomotor Learning-Overview
   B. Development of Motor Skills
   C. Sensori-motor
   D. Growth During Puberty

II. Cognitive Development
   A. Piaget's Position
   B. Early Language Development
   C. Growth of Intellect During the Preschool Years
   D. Growth of Intellect During Elementary School Years
   E. Cognitive Growth in Adolescence
   F. Intelligence - Variability and the Extremes

III. Perceptual Development
   A. Atypical Auditory and Visual Perception
   B. Identifying Learning Disabled Students
   C. Evaluating Specific Learning Disabilities
   D. Informal Diagnostic Procedures

IV. Socio-Emotional Development
   A. Psychoanalytic Theory
   B. Erikson's Theory of Psychosocial Development
   C. Behavioral Approach to Personality
   D. Pre-school Personality Development
   E. Adjustment During Elementary School
   F. Adolescent Socio-emotional Behavior

Suggestions for teaching:

The instructor will find that this module can be completed in approximately 15 class hours. A combination lecture-discussion approach is recommended with previously read assignments or films serving as stimuli for discussions.

Basic characteristics for each stage of growth in each developmental area might serve as summary statements after each class activity has been completed. For best results, this module could be integrated into a broader course on growth and development in which basic principles and skills in observing children are stressed.

Suggestions for Evaluation:

Performance on short answer examinations and written descriptions of normal and atypical developmental patterns constitute the expected student behavior. Criteria for acceptable performance are indicated in many cases, but the instructor is encouraged to develop alternative standards if desirable.

CHARACTERISTICS OF NORMAL AND EXCEPTIONAL CHILDREN

by
Robert L. Hohn
University of Kansas

Prospectus

Distinguishing those differences in growth rate which one would expect among normal children from those which serve to identify exceptional growth patterns is an important teacher competency. Knowing for example, that many kindergarten children still speak in "baby talk" and that this is not necessarily a sign of retardation or of a speech impediment requires some information about rates of development. This module will provide knowledge and skills which will allow the prospective teacher to understand child and adolescent development and to begin to distinguish normal from atypical growth.

Student Objectives	Enabling Activities
1. The student can recognize and describe normal patterns of physical development.	1. Read Belkin & Gray, pp. 341-350 "Psychomotor Learning"; pp. 75-81 "Sensori-motor Stage"; pp. 163-167 "Puberty." 2. Read Stallings, pp. 128-140. 3. Instructor-led lecture and discussion.
2. The student can recognize and describe response patterns which may indicate atypical physical development.	1. Read Belkin & Gray, pp. 527-535 "Identifying the disabled learner." 2. Read Stallings, pp. 141-148. 3. Instructor-led lecture and discussion.

Evaluation: 1) Demonstrate your knowledge and comprehension of basic physical characteristics of normal and exceptional learners through completion of a short answer examination at the close of the module. 2) Produce a written description of children at infancy, pre-school age, elementary school age, and adolescence. Your description should include at least four physical characteristics representative of each stage and two indicators of atypical physical development for each stage. It should be approximately two pages long.

3. The student can recognize and describe normal patterns of cognitive development, including language development.	1. Read Belkin & Gray, pp. 66-69 "Piaget's position" 2. Read Belkin & Gray, pp. 75-85 "Growth of Intellect during the preschool years" 3. Read Belkin & Gray, pp. 85-91 "From Babbling to Speech" 4. Read Belkin & Gray, pp. 123-127 "The Child's Intellectual Development"
4. The student can recognize and describe response patterns which may indicate atypical cognitive and language development.	

Student Objectives (cont.)	Enabling Activities (cont.)
	5. Read Belkin & Gray, pp. 182-184 "Cognitive Growth in Adolescence"
	6. Read Belkin & Gray, pp. 513-526 "Extremes of Intelligence"
	7. See film "Cognitive Development"

Evaluation: 1) Demonstrate your knowledge and comprehension of cognitive development from infancy to adolescence through completion of a short answer examination. 2) Produce a written description of children at infancy, pre-school age, elementary school age and adolescence. Your description should include at least four cognitive characteristics representative of each stage and two indicators of atypical cognitive development for each stage. It should be approximately two pages long.

5. The student can recognize and describe response patterns which may indicate atypical auditory and visual perceptual development.	1. See film "Visual Perception and the Failure to Learn"
	2. Instructor-led discussion
	3. Read DeGenero, pp. 557-563
	4. See Film "Specific Learning Disabilities–Evaluation"
	5. Instructor-led discussion

Evaluation: 1) Demonstrate your knowledge and comprehension of atypical auditory and visual perception development through completion of a short answer examination. 2) Produce a list of four characteristics for each developmental stage which may indicate atypical auditory and visual perception.

6. The student can recognize and describe normal patterns of socio-emotional development.	
7. The student can recognize and describe response patterns which may indicate atypical socio-emotional development.	1. Read Belkin & Gray, pp. 49-63 "Theories of Personality."
	2. Read Belkin & Gray, pp. 92-111 "Personality Development During Preschool Years."
	3. Read Belkin & Gray, pp. 127-157 "Growth and Change During Elementary School Years."
	4. Read Belkin & Gray, pp. 167-182 "Adolescence."
	5. See Film "The Day that Laughed and Cried."

Evaluation: 1) Demonstrate your knowledge and comprehension of basic social-emotional characteristics of normal and exceptional learners, from infancy to adolescence through completion of a short answer examination; 2) Produce a written description of children at infancy, pre-school age, elementary school age, and adolescence. Your description should include at least four social-emotional characteristics representative of each stage and two indicators of atypical socio-emotional development for each stage. It should be approximately two pages long.

Readings:

1. Belkin, G.S; and Gray, L.L. *Educational Psychology*. Dubuque, Iowa: William C. Brown Co., 1977.

2. Stallings, L. *Motor Skills: Development and Learnings*. Dubuque, Iowa: William C. Brown Co., 1973.

3. DeGenaro, J.J."Informal diagnostic procedures: What can I do before the psychometrist arrives?" *Journal of Learning Disabilities*, 1975, 8(9) 557-563.

CLASSROOM ASSESSMENT PRINCIPLES AND PROCEDURES

by
Nona Tollefson
University of Kansas

"Why is Jane missing that kind of problem?" "What kind of test should I use to determine why she's having problems?" "Should I test now, or wait until after the unit?" These are important questions asked by most teachers, and the answers are obviously important in planning academic programs for exceptional children.

The purpose of this module is to provide students skill in assessing and evaluating the academic strengths and weaknesses of individual learners in developing these skills. The student will also acquire the ability to distinguish between formative and summative evaluation, between group and individual evaluation procedures and when to utilize each type of evaluation.

Student Outcomes

At the completion of this module, the student can demonstrate application and knowledge of classroom assessment principles and procedures appropriate to exceptional children.

Instructor Information

Prerequisites:

The student should have already completed the module detailing the writing of behavioral objectives and acceptable performance criteria.
Specifically:

1. The student can write terminal and enabling objectives.
2. The student can set acceptable performance criteria in accordance with learner's entry behavior.

Organization:

Three required readings and a tape presentation comprise the basic content of this module. In addition, students are required to submit 3 individual reports, a report written in collaboration with a peer, and a set of cognitive test items. Class time will be spent discussing the readings, listening to a tape and working in small groups.

Content Overview:

The readings provide descriptions of a skill development sequence, how to develop a skills assessment device, information pertaining to diagnostic, formative and summative evaluation, and how to develop cognitive test items. The sequence is as follows:

I. Skills Assessment
   A. The skill development sequence.
   B. Skills assessment devices.

II. Purposes and Types of Evaluation
   A. Evaluation vs. assessment.
   B. Diagnosis, using test information.
   C. Formative evaluation.
   D. Summative evaluation.
   E. Test construction.
   F. Writing test items.

Suggestions for Teaching:

At least four one-hour class sessions will be needed for completion of this module. The first session will require class discussion of the skills development sequence and time to listen to the tape presentation. The second session will be devoted to group and pair development of skill assessment activities. A third session will discuss diagnostic, formative and summative evaluation. A homework assignment in which the student prepares a report denoting how the skills assessment device could be used for diagnostic, formative and summative evaluation will follow this discussion. The fourth class meeting will discuss the writing of cognitive test items and how these items could be used for evaluation purposes. A second written report will follow this activity in which the student develops test items and explains how they could be used in the three types of evaluation. Finally, the student will receive corrective feedback on the skills assessment device and may be asked to revise it to meet acceptable standards at some later date.

Suggestions for Evaluation:

Staff judgment of the written projects and evaluation of performance on short answer tests compose the evaluation component of this module.

The module description following describes the criteria to be used in assessing the skills analysis device.

Appendices:

At the end of the module will be found two sample skill assessment devices and a set of tasks useful in giving students practice in determining how to employ diagnostic, formative and summative evaluation procedures.

CLASSROOM ASSESSMENT PRINCIPLES AND PROCEDURES

by
Nona Tollefson
University of Kansas

Prospectus

"Should Billy be placed in the level one book or the level two reading book?" "Why is Jane missing that kind of arithmetic problem?" "Is group one better than group two in social studies?" These are all common questions asked by teachers. In order to resolve them a teacher must be skilled in assessing and evaluating student behavior. These skills are particularly important in determining how to diagnose the learning deficiencies of exceptional children.

Student Objectives	Enabling Activities
1. Students will be able to identify in correct sequence the steps in the skills-development sequence presented by L.S. Hannah and John V. Michaelis.	1. Reading 1: Students will read Chapter 7 in Hannah and Michaelis, *A Comprehensive Framework for Instructional Objectives*. 2. Class Activity: Students will listen to a tape which describes the skills development sequence.
2. Students will develop an assessment device to evaluate pupils' skill level in the developmental sequence.	1. Class activity: Students will be grouped according to teaching area and teaching level. There will be at least 10 members per group. Working in pairs, students will develop illustrative skill assessment activities to be used in developing and assessing skill acquisition in their teaching area. Each pair of students will submit a report in the following form: 1. Skill to be developed_____ 2. Level in the developmental sequence 3. Terminal Instructional Objective _____ 4. Enabling Instructional Objective_____ 5. Activities to be undertaken to measure the skill level _____
3. Students will describe how the skills assessment device could be used for diagnostic, formative and summative evaluation.	1. Class assignment: Students will submit a written report describing how the skills assessment device can be used for diagnostic, formative, and summative evaluation.

Suggested Evaluation Procedures: (1) Knowledge of the skills development sequence will be measured by unit exams and the final exam. Students will be judged to have achieved the competency if s/he answers 80% of the "skills" items correctly.
(2) The assessment devices for systematic skills analysis will be judged by student peers and teaching staff. The skills assessment report will be evaluated on a 3-point scale, high satisfactory-1, satisfactory-2, and unsatisfactory-3. The criterion for evaluating the quality of the assessment activities is (a) applicability to the skills level, (b) inclusion of at least two behaviors relevant to the skills level. Students with mean ratings no larger than 2.0 will be considered to have met the competency.

Student Objectives (cont.)	Enabling Activities (cont.)

(3) Written reports describing how the skills assessment device can be used for diagnostic, formative, and summative evaluation will be evaluated by the teaching staff. The competency will be judged to have been realized if the final report is rated satisfactory. Successful attainment of the enabling objectives will be required for a student to be considered competent of skills analysis for individual pupils.

4. Students will be able to distinguish between diagnostic, formative, and summative evaluation.	1. Reading 1, Students will read Chapter 1 in Scannell and Tracy: *Testing and Measurement in the Classroom*. 2. Reading 2, students will read Poggio, Glassnapp, and Tollefson, pp. 2-4 (discussion section).
5. The student will be able to describe the role that diagnostic, formative and summative evaluation could play at his/her teaching level.	1. Class assignment: Students will submit written reports describing the role diagnostic, formative, and summative evaluation could play at their teaching level.
6. The student will develop a set of cognitive test items.	1. Individual assignment: The student will develop a set of cognitive test items and is required to describe how these items could be used for diagnostic, formative, or summative evaluation with groups of students.

Suggested Evaluation Procedures: 1) Ability to differentiate among diagnostic, formative and summative evaluation will be measured by unit exams and the final. Students must achieve 80% on the items measuring these abilities to master this competency. 2) Written reports will be evaluated by teaching staff.

7. The student will be able to describe effective evaluation procedures for individuals and groups	1. After feedback, the student submits a written report describing how a skills assessment device can be used for formative and summative evaluation with individual pupils. 2. Individual assignment: The student submits a written report describing how cognitive test items can be used for diagnostic, formative and summative evaluation with groups of pupils.

Suggested Evaluation Procedures: 1) Written reports will be judged by teaching staff. Both written reports must be judged satisfactory for the objective to be attained.

Required Readings:

1. Hannah, L.S. and Michaelis, J.V. *A Comprehensive Framework for Instructional Objectives*. New York: Addison–Wesley Inc., 1977, Chapter 7.

2. Scannell, D.P. and Tracy, R.B. *Testing and Measurement in the Classrooms*. New York: Houghton-Mifflin Co., 1975, Chapter One.

3. Glassnapp, D.R.; Poggio, J.P.; and Tollefson, N. *Syllabus for Evaluation Measurement*, Lawrence: University of Kansas Continuing Education, 1977, pp. 2-4.

Example of a Skills Assessment Device
For a norm referenced objective

1. Name of Skill: Printing letters in manuscript

2. Level in the Skill Hierarchy: Patterning

3. Terminal Objective: By the end of the semester, students will print capital letters without assistance.

4. Enabling Objective: Students will print the vowel letters without assistance from the teacher.

5. Activities to Measure the Skill
   Skill: printing as capital letters A E I O U Y

   Procedure: the student will be asked to print as capital letters the 6 vowel letters.

   Quantification: the teacher will judge the quality of the printed letters and award 1 point for each correctly printed capital vowel letter.

   Evaluation: the student scoring 6 on the activity will move into the imitating level for the letters B D P R G.

Example of a Skills Assessment Device
for a criterion reference objective

1. Name of Skill: baseball fielding skills

2. Skill Level: applying

3. Terminal Objective: By the end of baseball season, students will apply fielding skills by successfully fielding a variety of batted ground and fly balls in a game situation.

4. Enabling Objective: In fielding practice, the student will catch at least 5 of 7 batted fly balls.

5. Activity to Measure the Skill:

   Skill: catching batted fly balls

   Procedure: students will be sent into the field in groups of 9, 3 players to a field position and alternately attempt to catch fly balls batted to the field position to which they are assigned. The batter will call the position and the student who is to attempt the catch.

Quantification	Position			
	LF	CF	RF	
Sally				not tested
Peggy				tested not mastered
Pam				mastered

Use of Skills Assessment Approach

Listed below are a set of tasks for Written Assignment 2. The general form, not the specific task is the important consideration so alter them to meet the needs of your section if necessary. Tasks 1-2-3 are appropriate for elementary teacher trainees; 4-5 are suitable for secondary teacher trainees.

1. You are assigned to aid in a third grade classroom. The teacher asks you to work for 20 minutes each day with a pupil who is "having trouble in math." Explain how the teaching-testing model might be used in your work with this pupil.

2. You are planning a unit dealing with career education. Explain how the test-teach-test model could be used to plan instructional activities for this unit. Discuss how you would evaluate student progress in the unit.

3. You have learned that an educable mentally retarded child is to be mainstreamed into your class for language arts. Describe how the test-teach-test model could aid you in planning instructional activities for the student.

4. It is your first year in teaching and you have been assigned to teach a general math course at the eighth grade level. You plan to begin the year with the study of the metric system. Explain how the test-teach-test model could aid you in planning learning activities and judging the amount of time to be devoted to the study of the metric system.

5. Describe a procedure you could use in your teaching to inform students about how they are progressing in learning what is being taught. Explain why it is important that students be informed about their progress in a course.

THEORIES OF LEARNING

by
Robert L. Hohn
University of Kansas

Do I teach this task in a step-by-step manner starting with the basics, or do I introduce the most important concepts first, then work backward? How can I interest Tommy in learning since he never seems motivated? What kinds of practice can I give my students to help them improve their reading and math skills? These, and other questions like them are asked by many teachers. They all relate to the learning process, or how the learner best acquires the information, attitudes and skills that teachers want to provide them. This module introduces various theories of learning which will enable the student to understand the learning process in greater depth. In addition, how one theory is utilized in teaching the exceptional learner is discussed.

Student Outcomes

The student demonstrates the ability to use theories of learning in making curricular choices for exceptional learners.

Instructor Information

Prerequisites:

A basic course in introductory psychology is considered a prerequisite for this module, since students should have mastered basic psychological concepts (stimulus, response, reinforcement, etc.) and have become acquainted with psychological theories in general. Other education and/or psychology courses are not necessary as a prerequisite.

Organization:

This short module contains one chapter of reading and a film as required content. Class time will be devoted to discussion of the reading and the film.

Content Overview:

The reading provides a description of 5 basic learning theories and suggests ways to analyze the applicability of a particular theory. In addition, the application of one theory (behaviorism) to one form of exceptionality (hyperactivity) is described.

I. Theories of Learning
   - A. Elements involved in analyzing theories of learning.
   - B. Traditional learning theory.
   - C. Behaviorism.
   - D. Neo-behaviorism.

E. Cognitivism.
F. Humanism.
G. Issues in analyzing theories.

II. Application of Theories
A. Hyperactivity
B. Application of behaviorism to hyperactivity.

Suggestions for Teaching:

This module can be completed in three class sessions of one hour each. The first session should consist of a description of the 5 basic theories and a general discussion of how one might analyze learning theories. The second class would include viewing the film "Learning," a discussion of it, and a discussion of behavioral approaches. The third class would examine the application of operant conditioning procedures to hyperactivity and a general discussion of the advantages and disadvantages of applying learning theory to teaching.

Suggestions for Evaluation:

Performance on this module can be evaluated by short-answer examinations. The instructor should also ask students to write their own application of a chosen learning theory to a particular area of teaching exceptional children. The application will be evaluated according to whether the student addresses the 4 issues separating the basic learning positions.

THEORIES OF LEARNING

by
Robert L. Hohn
University of Kansas

Prospectus

Teachers are often troubled by questions such as these: "Do I teach this task in a step-by-step manner, starting with the basics, or do I introduce the most important concepts first, then work backward?" "How can I interest Tommy in learning since he never seems motivated?" "What kinds of practice can I give my students to help them improve their reading skills?" These questions all relate to the learning process, or how the learner acquires the information, skills, and attitudes that they are expected to learn. This module introduces various theories of learning which explain the learning process. The application of these theories to the teaching of exceptional children will also be discussed.

Student Objectives	Enabling Activities
1. Differentiate between the three elements involved in analyzing theories of learning: the situation, internal processes and observable performance.	1. Read Belkin and Gray, pp. 211-215.
2. Identify the basic beliefs of each of the five learning theories: *Traditionalism* and *behaviorism*, *neo-behaviorism* *cognitivism* and *humanism*.	1. Read Belkin and Gray, pp. 215-225. 2. See Film "Learning and Reinforcement." 3. Instructor-led discussion.
3. Explain how each theory deals with the readiness of the learners.	1. Read Belkin and Gray, pp. 225-227.
4. Identify the 4 issues which separate the basic learning positions about the nature of teaching: 1) maturation vs. experience, 2) goals, 3) procedures, 4) outcomes.	1. Read Belkin and Gray, pp. 230-240. 2. Instructor-led discussion.
5. Describe how behaviorism can be applied to teaching the hyperactive child.	1. Read Belkin and Gray, pp. 537-540. 2. Instructor-led discussion.

Evaluation: 1) At the close of this module, the student will demonstrate knowledge and comprehension of learning theories through performance on a short answer examination, obtaining a criterion score of 80%. 2) Student writes a two page application of one of the learning theories to a particular area of teaching exceptional children.

Required Reading:

1. Belkin, G.W. and Gray, J.L., *Educational Psychology*, Dubuque, Iowa: William C. Brown Co., 1977.

Required Flim:

1. "Learning" CRM Publications, Delmar, California, 1971. 26 min.

WRITING BEHAVIORAL OBJECTIVES

by
Nona Tollefson
University of Kansas

Stating instructional goals and objectives is an important component of instructional planning. Both teachers and learners need to know what specific behaviors demonstrate that learning has been achieved. This module will familiarize students with the components at terminal and enabling objectives and will give them practice in stating objectives appropriately. In addition, students will learn how to set criteria for objectives based on the learner's entry behavior, an important skill for those working with exceptional learners.

Student Outcomes

Upon completion of this module, the student should be able to write terminal and enabling behavioral objectives. In addition, the student should be able to set criteria for acceptable performance, based on the entry behavior of learners.

Instructor Information

Prerequisites:

No specific prerequisites have been identified for this module. Students might benefit from having some familiarity with the purposes of evaluation instruction.

Organization:

Two text chapters and a short written discussion comprise the reading content for this module. In addition, students are expected to participate in two small group activities and an individual writing activity. Class time is utilized to discuss readings, participate in group activities, and discuss materials prepared in the group sessions.

Content Overview:

The readings introduce the concepts of educational goals and behavioral objectives and their components. In addition, a model for identifying learner's present achievement level (entry behaviors) is presented. The readings include:

I. Educational Goals and Objectives
   A. Differences between educational goals and objectives
   B. Why behavioral objectives?
   C. Components of behavioral objectives

II. An Instructional Model
   A. Assessment of entry behaviors
   B. Planning instructional activities
   C. Setting appropriate performance criteria

Suggestions for teaching:

Three class sessions of approximately one hour each are necessary for completion of this module. The instructor will need to discuss behavioral objectives, distinguish them from educational goals, and provide them for students to write individual objectives, all in the first session. The second session will be devoted to group activities in which the participants evaluate the objectives previously written. A third session will be necessary to discuss using the instructional model and identifying entry behaviors. A final group activity will complete the third class session, in which students analyze a case study.

The small group activities would benefit from a leader selected in advance and a recorder responsible for reporting the group's responses. In both group activities, the need for operationalizing educational goal statements should be stressed.

Suggestions for Evaluation:

Students should be expected to write good behavioral objectives containing necessary components for their subject matter specialty and/or level. In addition, they are expected to produce a written exploration as to their rationale for selecting appropriate performance criteria based on a case study. Both of these skills can be judged depending on the occurrence of necessary qualities of performance.

In addition, knowledge of objectives, their components, and the rationale for selecting performance criteria could be assessed in a short answer examination. See Appendices for examples of tests, case study report forms, and three sample case studies.

WRITING BEHAVIORAL OBJECTIVES

by
Nona Tollefson
University of Kansas

Prospectus

"How do I know when my students have learned the material well enough to proceed?" A teacher asking this question is really asking about the planning of instruction. Identifying the specific behavior to be demonstrated by learners as a result of teaching is the most important part of instructional planning. Educators use the term behavioral objectives to refer to the specific statement of students' expected behavior.

The purpose of this module is to familiarize students with the components of terminal and enabling objectives and to give them practice in stating objectives appropriately. In addition, students will learn how to set criteria for objectives based on the learner's entry behavior, an important skill for those working with exceptional learners.

Student Objectives	Enabling Activities
1. The student will be able to differentiate among educational goal statements, terminal behavioral objectives and enabling behavioral objectives.	1. Reading 1, Scannell and Tracy, pp. 1-48. 2. Reading 2, Glasnapp, Poggio, and Tollefson, pp. 3-7.
2. The student will be able to identify the components of terminal and enabling objectives.	1. Handout 1: Given 2 terminal and 2 enabling objectives, the student will be asked individually to identify the components within the objectives. 2. Given 2 educational goal statements, the student will individually write a terminal and/or enabling behavioral objective. 3. Students will be grouped according to teaching level and/or subject area, i.e., elementary vs. secondary teachers or reading teachers, math teachers, etc. Each group will discuss each of the behavioral objectives written by individuals and evaluate their appropriateness. They will also discuss the value of operationalizing educational goal statements.
3. Given a case study, the student will be able to set criteria for acceptable performance in accordance with the learner's entry behavior.	1. Review Reading 1, Scannell and Tracy, Chapter 1. 2. Instructor-led discussion on how the instructional model introduced in Scannell and Tracy can be used to identify students' entry behaviors and how to set performance criteria based on them.

Student Objectives (cont.)

Enabling Activities (cont.)

3. Students will be given a practice case study and by working in small groups will discuss what constitutes acceptable criteria, given the learner's entry behavior.

Evaluation procedure: 1) Demonstration of knowledge of terminal and enabling objectives on a unit exam, with an 80% passing criterion. 2) Students must correctly identify the components included in the 4 behavioral objectives assigned them. 3) Given a test case study, students will be able to select criteria for acceptable performance in accordance with the learner's entry behavior.

Required Readings

1. Scannell, D.P. and Tracy, R.B. *Testing and Measurement in the Classroom*. Boston: Houghton Mifflin Co., 1975. Chapters 1 and 2, pp. 1-48.

2. Glasnapp, D.; Poggio, J. and Tollefson, N. *Course Syllabus for EPR 302*. Continuing Education Division, University of Kansas, 1976, Unit II Discussion, pp. 3-7.

Handout 1

This exercise is designed to measure your skill in identifying components of objectives. Listed below are 3 objectives. For each objective identify the type of objective and the major components included in the objective.

The purpose of the exercise is to provide feedback to you and the instructor about your skill in identifying components of objectives.

1. (Given a[a] list of 10 items) related to (modes of transportation[b] and communication) (students[c]) will (separate[d]) them into 2 groups and label each group.

____ 1. Identify the objective as terminal (T) or enabling (E)

Identify the components included in the above objectives. Place a number which defines the letter component in the blank.

a.___1. behavioral verb
b.___2. minimal level of acceptable performance
c.___3. content covered
d.___4. person responsible for the behavior
5. conditions under which the behavior will be exhibited
6. educational goal statement
7. time by which the behavior will be exhibited

2. (By the end[a] of the year), (given date[b] on birth rate) (the student[c]) will (predict[d]) the population of a selected country ten years from now.

____ 2. Identify the objective as terminal (T) or enabling (E).

Identify the components included in objective 2.

a.___1. behavioral verb
b.___2. minimal level of acceptable performance
c.___3. content covered
d.___4. person responsible for the behavior
5. conditions under which the behavior will be exhibited
6. educational goal statement
7. time by which the behavior will be exhibited

3. (When presented with a picture[a] of a lake that has been polluted), (student[b]) will (state[c]) (at least[d] 5 possible consequences[e]) of (pollution).

____ 3. Is the above objective, a criterion reference objective? Yes or No._____

Identify the components included in the objective by placing the number which defines the letter component in the blank.

a.___1. behavioral verb
b.___2. minimal level of acceptable performance
c.___3. content covered
d.___4. person responsible for the behavior
e.___5. conditions under which the behavior will be exhibited
6. educational goal statement
7. time by which the behavior will be exhibited

Case Study Report Form

Name of Student Reported _____

Grade Placement _____

Describe this student's level of academic performance.

List his/her areas of strength

_____

_____

_____

List his/her areas of weakness

_____

_____

_____

From what types of data were these judgments made? Place a check mark ( ) beside each type of data used in answering the questions above.

___ Standardized Tests
___ Teacher Reports
___ Prior Achievement (Grades)

Were the data from these sources consistent?

___ Yes
___ No

If No, respond to these questions:
Were the data from standardized tests consistent with teacher reports?

____Yes
____No

If No, explain the inconsistency.

Were the data from standardized tests consistent with the student's grades?

____Yes
____No

If No, explain the inconsistency.

Is this student an exceptional learner?

____Yes
____No

If this student were assigned to your classroom, how would you work with him/her?

Psychological Report

Name: John Adams
Birthdate: 4-17-64
Age: 11-4
Teacher: Ms. Miller

Test Administered: WISC-R, Peabody Individual Achievement Record, Basic Educational Skills Inventory-Reading-Levels A & B.

Classrom Observation: Prior to being tested, John was observed for an 80 minute period in the classroom and 15 minutes on the playground. John has been assigned a work sheet to complete, which he did not do. Much of his time was spent doodling, going to the restroom, or staring about. He often asked unrelated questions. Twice he tried to distract nearby class members. John seemed to do best in a small group situation, with much personal attention from the teacher. At recess, John stayed by himself, bouncing a ball in the corner.

Test Results: John's intelligence as measured by the WISC-R is in the borderline retarded range. He scored well below the mean on all subtests, with slight elevations in comprehension, pictures, and object assembly. According to the PIAT, John is achieving well below both age and grade levels. He is doing math at the third grade level, and reading and spelling at the second grade level. When given the Basic Skills Reading tests, John was reading at the second grade level.

Interpretation and Summary: John is operating at the borderline retarded range of intellectual functioning. His academic skills are several years behind in grade and age level. Some emotional problems as well are indicated. He has developed several behaviors that keep him from getting down to work in the classroom. John needs to be in a situation where he can experience academic success. This will involve intensive individual and group work.

Test Results:

Referral

To: Principal
From: Ms. Miller, Teacher
Re.: Request for individual child study for John Adams

John is at the bottom of the class academically. He is also a behavior problem and may be experiencing emotional problems. I would like to know what his intellectual capabilities may be and to have some guidelines for dealing with him in the classroom.

I feel that John is not able to compete intellectually with the other students in the class. It takes him much practice and a long time to learn anything new. He does not seem to be able to remain in his seat for more than five to ten minutes at a time.

John does not get along well with other students. He argues some, but generally remains by himself. He frequently disrupts the class with unrelated questions or exclamations.

BASIC EDUCATIONAL SKILLS INVENTORY SCORING BOOKLET

READING-LEVEL A

SELECT-ED, INC.

STUDENT NAME

NAME: JOHN ADAMS SCHOOL

TEACHER AGE 12-0 PARENTS

HOME PHONE SEX DATE OF EXAM GRADE 4

READING LEVEL M.A. OTHER TEST SCORES:

COMMENTS & RECOMMENDATIONS:

Examiner

SUMMARY OF SCORES

	POSSIBLE	INITIAL SCORE	FINAL SCORE	GAIN
1 Memory For Sentences	12		5	
2 Direction In Space	10		6	
3 Same Or Different	10		10	
4 Naming The Alphabet From Memory	26		22	
5 Finding & Naming Upper Case Letters Of The Alphabet From Memory	52		13	
6 Manuscript Printing Of Small (Lower Case) Letters Of The Alphabet (Dictated)	26		16	
7 Naming Manuscript Printed Letters	25		24	
8 Matching Manuscript Letters Of The Alphabet	11		10	
9 Finding & Naming Capital (Upper Case) Cursive Letters Of The Alphabet	52		14	
10 Naming The Cursive Written Letters	26		15	
11 Sight Words	112		51	
TOTALS	362		186	

Reproduced by permission of Select Ed. Inc.

PIAT Peabody Individual Achievement Test

INDIVIDUAL RECORD BOOKLET

by Lloyd M. Dunn, Ph.D. and Frederick C. Markwardt, Jr., Ph.D.

NAME ADAMS (last) JOHN (first) _____ (middle initial) SEX: (M) F (circle)

SCHOOL _____ (or agency or address)

TEACHER _____ (or counselor or supervisor)

EXAMINER _____

TESTING TIME _____ (min.) GRADE 4 (or phone) CODE _____ (or race or descent)

AGE DATA

	(year)	(month)	(day)
Date of testing	1976	5	3
Date of birth	1964	5	19
Age at testing	11 (years)	11 (months)	

TEST SCORES

NORMS RECORDED (Check one) ....▸ ☐ Age ☒ Grade

SUBTESTS	Raw Scores	Equivalents	Percentile Ranks	Standard Scores
Mathematics	29	2.7	9	80
Reading Recognition	24	2.0	4	74
Reading Comprehension	19	1.9	–	
Spelling	21	1.7	1	65
General Information	18	2.4	12	82
Total Test	111	2.0	3	72

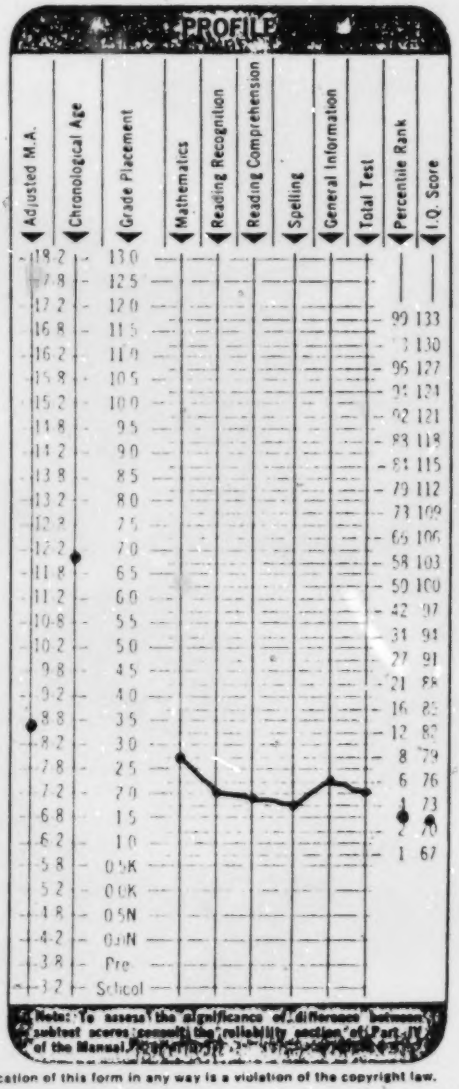
Circle the equivalent and/or percentile rank scores plotted on the profile.

INTELLIGENCE TEST DATA

NAME OF TEST	Date of testing	I. Q. Score	Adjusted M.A.
WISC-R	4-76	69	–

Note: See Part I of the Manual on calculating adjusted M.A.

PROFILE



Note: To assess the significance of differences between subtest scores, consult the reliability section of Part IV of the Manual.

Copyright © 1970 American Guidance Service, Inc. The reproduction or duplication of this form in any way is a violation of the copyright law.

AGS Published by AMERICAN GUIDANCE SERVICE, INC. · Publishers' Building, Circle Pines, Minn. 55014

A C 4-130-379 REV

Reproduced by permission. Copyright © 1970 by American Guidance Service, Inc.

WISC-R RECORD FORM

Wechsler Intelligence Scale for Children—Revised

NAME JOHN ADAMS AGE 11 SEX M

ADDRESS

PARENT'S NAME

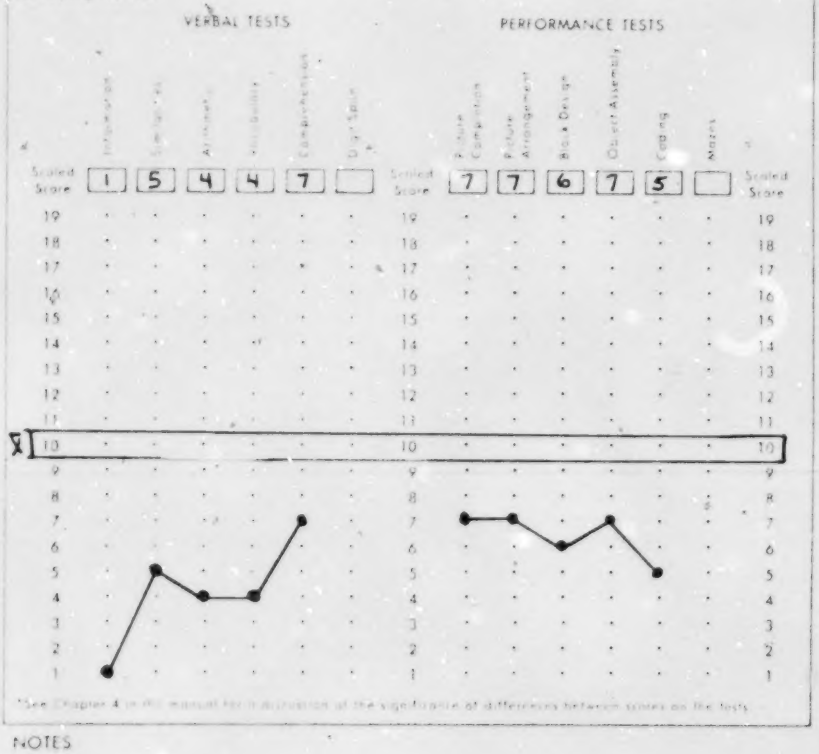
SCHOOL GRADE 4

PLACE OF TESTING TESTED BY

REFERRED BY

WISC R PROFILE

Clinicians who wish to draw a profile should first transfer the child's scaled scores to the row of boxes below. Then mark an X on the dot corresponding to the scaled score for each test, and draw a line connecting the Xs.*



*See Chapter 4 in the manual for a discussion of the significance of differences between scores on the tests.

NOTES

	Year	Month	Day
Date Tested	76	4	30
Date of Birth	64	4	17
Age	12	0	13

	Raw Score	Scaled Score
VERBAL TESTS		
Information	6	1
Similarities	8	5
Arithmetic	8	4
Vocabulary	22	4
Comprehension	15	7
(Digit Span)	( )	( )
Verbal Score		21
PERFORMANCE TESTS		
Picture Completion	17	7
Picture Arrangement	21	7
Block Design	14	6
Object Assembly	19	7
Coding	34	5
(Mazes)	( )	( )
Performance Score		32

	Scaled Score	IQ
Verbal Score	21	65
Performance Score	32	75
Full Scale Score	53	69

*Prorated from 4 tests, if necessary.

Copyright © 1971, 1974 by The Psychological Corporation.
All rights reserved. No part of this record form may be reproduced in any form of printing or by any other means, electronic or mechanical, including, but not limited to, photocopying, audiotaping, recording and transmission, and partial or duplication in any information storage and retrieval system, without permission in writing from the publisher. See Catalog for further information.
Printed in U.S.A. The Psychological Corporation, New York, N.Y. 10017 24 103A5

Reproduced by permission. Copyright © 1971, 1974 by the Psychological Corporation, New York, N.Y.

BASIC EDUCATIONAL SKILLS INVENTORY SCORING BOOKLET

READING-LEVEL B

SELECT-ED, INC.

STUDENT NAME

NAME: JOHN ADAMS SCHOOL

TEACHER AGE 12-0 PARENTS

HOME PHONE SEX DATE OF EXAM GRADE 4

READING LEVEL M.A. OTHER TEST SCORES:

COMMENTS & RECOMMENDATIONS:

Examiner

SUMMARY OF SCORES

	POSSIBLE	INITIAL SCORE	FINAL SCORE	GAIN±
1 Rhyming Sounds	10		9	
2 Initial Consonant and Vowel Sounds (Pictorial)	23		12	
3 Final Consonant Sounds (Pictorial)	10		4	
4 Initial Consonant Blends and Digraph Sounds (Pictorial)	19		9	
5 Final Consonant Blends and Digraphs (Pictorial)	7		3	
6 Auditory Blending Of Words (Sound Only)	8		8	
7 Initial Consonant Sounds	30		30	
8 Final Consonant Sounds	22		16	
9 Initial Consonant Blends and Digraph Sounds	4		2	
10 Initial Vowel Sounds	20		9	
11 Medial Vowel Sounds	20		15	
12 Sounds of Printed Letters (Vowels and Consonants)	30		26	
13 Sounds of Printed Letter Blends and Digraphs	32		18	
14 Beginning and Ending Word Patterns	36		6	
15 Blending Printed Words	22		5	
16 Blending Phonetic Elements	22		7	
17 Double Vowels and Diphthongs	13		2	
18 Hard and Soft Sounds	6		0	
19 Prefixes	18		0	
20 Suffixes	16		0	
21 Prefixes–Suffixes	6		0	
22 Syllabication	11		5	
TOTAL	427		176	

Reproduced by permission of Select Ed. Inc.

GRADE 1

ADAMS (LAST NAME) JOHN (FIRST NAME) 197 2 197 3

SCHOOL TEACHER

PRINCIPAL

KEY TO MARKING SYSTEM

1. The progress of the pupil is superior for this grade level.
2. Satisfactory progress is being maintained by the pupil for this grade level.
3. Improvement is needed if pupil is to accomplish work expected at this grade level.
4. Progress is unsatisfactory for work expected at this grade level.
N. Not evaluated at this time.
✓ Items where improvement is needed.

PART I – ACHIEVEMENT LEVEL IN ACADEMIC SUBJECTS

	Periods 1	2	3	4
READING	3	3	3	3
Develops good listening habits	✓	✓	✓	
Recognizes sounds in words	✓	✓		
Works out new words	✓	✓	✓	✓
Reads aloud orally	✓	✓	✓	✓
Reads with understanding	✓	✓	✓	✓
Reads independently for information	✓	✓	✓	✓
Reads independently for enjoyment	✓	✓	✓	✓
LANGUAGE	4	4	3	3
Expresses ideas clearly	✓	✓	✓	
Expresses ideas effectively	✓	✓	✓	✓
Uses capitalization and punctuation	✓	✓		
SPELLING	4	4	4	4
Uses various phonetic principles	✓	✓	✓	✓
Spells words in daily use	✓	✓	✓	✓
WRITING	4	4	4	4
Forms letters correctly	✓	✓	✓	✓
Writes legibly	✓	✓	✓	✓
ARITHMETIC	3	3	3	3
Understands number concepts	✓	✓		
Understands basic processes	✓	✓	✓	✓
Applies arithmetic to problems	✓	✓	✓	
Learns number facts	✓	✓	✓	✓
SOCIAL STUDIES AND SCIENCE	4	4	3	3
Learns to observe	✓	✓	✓	
Reads to find out	✓	✓		✓
Develops understandings and appreciations	✓	✓		✓

PART II – PERSONAL SOCIAL DEVELOPMENT

	Periods 1	2	3	4
ART SKILLS AND APPRECIATION	3	3	3	3
Works creatively with art materials	✓	✓	✓	
Expresses original ideas	✓	✓	✓	✓
MUSIC SKILLS AND APPRECIATION	3	3	3	3
Hears tones	✓	✓		✓
Matches pitches	✓	✓	✓	
Responds to rhythms	✓	✓		
PHYSICAL SKILLS AND HEALTH HABITS	3	3	3	2
Learning to relax	✓	✓	✓	
Developing physical skills	✓	✓	✓	✓
Observing health habits	✓	✓		
Observing safety habits	✓	✓	✓	
WORK SKILLS AND HABITS	3	3	2	2
Follows directions	✓	✓		
Works neatly	✓	✓	✓	
Works accurately	✓	✓		
Completes work on time	✓	✓		
Takes care of materials	✓			
Works independently	✓	✓		✓
Listens attentively	✓			
PERSONAL SOCIAL ATTITUDES	3	3	3	3
Works effectively in groups	✓	✓	✓	
Plays well in groups	✓	✓	✓	✓
Willing to accept responsibility	✓	✓		✓
Willing to share with others	✓	✓	✓	✓
Accepts assistance	✓	✓	✓	✓
Shows care for feelings of others	✓			
Developing self-confidence	✓		✓	

PART III – ATTENDANCE RECORD AND ASSIGNMENT

ATTENDANCE RECORD	Periods 1	2	3	4
Days present	40	38	42	40
Days absent	5	6	3	5
Times tardy	0	1	0	1

ASSIGNMENT

Grade assignment for next year: 2 (Grade)

KINDERGARTEN

197 1 – 197 2

ADAMS — JOHN

LAST NAME — FIRST NAME

SCHOOL

PRINCIPAL — TEACHER

KEY TO MARKING SYSTEM

1. The progress of the pupil is superior for this grade level
2. Satisfactory progress is being maintained by the pupil for this grade level
3. Improvement is needed if pupil is to accomplish work expected at this grade level
4. Progress is unsatisfactory for work expected at this grade level
N. Not evaluated at this time
✓ Items where improvement is needed

PART I – PERSONAL AND SOCIAL DEVELOPMENT

	Periods			
	1	2	3	4
PERSONAL – SOCIAL DEVELOPMENT	3	4	3	3
Participates in activity periods	✓	✓	✓	✓
Takes care of personal needs		✓	✓	✓
Separates easily	✓	✓		
Enjoys [illegible]	✓	✓	✓	✓
Likes to [illegible]	✓	✓		✓
Participates in group discussion		✓	✓	
PHYSICAL SKILLS AND HEALTH HABITS	3	3	3	3
[illegible]	✓	✓	✓	✓
Develops [illegible] skills	✓	✓		
[illegible]	✓	✓	✓	
WORK HABITS	4	4	3	3
Follows directions	✓	✓	✓	✓
Shows interest in work	✓		✓	✓
Uses good care of [illegible]	✓	✓		✓
Works independently		✓	✓	
Works neatly	✓	✓	✓	✓
PERSONAL – SOCIAL ATTITUDES	2	2	2	3
Accepts direction			✓	✓
Takes turns		✓		✓
Exhibits self confidence	✓	✓	✓	✓
Shows consideration for others				✓

12 1008 S

PART II – READINESS

	Periods			
	1	2	3	4
READING READINESS	3	3	3	3
[illegible]	✓	✓		
Shows [illegible]	✓	✓	✓	
[illegible]	✓	✓	✓	✓
Tells [illegible]	✓	✓	✓	
Expresses ideas orally	✓	✓	✓	✓
Expresses [illegible]	✓	✓		
ARITHMETIC READINESS	3	3	4	3
[illegible]	✓			
Acquires [illegible]			✓	
Uses number ideas in [illegible]	✓	✓		
ART READINESS	4	4	3	3
Works with [illegible]	✓	✓		✓
Expresses [illegible]	✓	✓		
MUSICAL RESPONSE	4	3	3	3
Matches tunes	✓	✓	✓	
Has [illegible]	✓	✓		✓
Enjoys [illegible]	✓	✓	✓	✓

PART III – ATTENDANCE RECORD AND ASSIGNMENT

ATTENDANCE RECORD	Periods			
	1	2	3	4
Days present	40	42	30	41
Days absent	6	3	16	4
Times tardy	1	0	1	0

ASSIGNMENT

Grade assignment for next year: 1 GRADE

A3

A4

GRADES 2 and 3

197 4 197 5

ADAMS
LAST NAME

JOHN
FIRST NAME

SCHOOL

PRINCIPAL

TEACHER

~~PART I – ACHIEVEMENT LEVEL IN BASIC SUBJECTS~~

~~Key to marking system for subjects~~

~~A – Above average achievement~~
~~B – Average achievement~~
~~C – Below average achievement~~
~~D – Serious difficulty in school~~
~~U – Unsatisfactory progress~~

~~Key to marking system for work habits~~

✓ Items where improvement is needed

USE KEY FOR PART 2

	Periods			
	1	2	3	4
READING	3	3	3	3
Reads with understanding	✓	✓	✓	✓
Reads orally	✓	✓	✓	✓
Works new words	✓	✓	✓	✓
Reads independently for enjoyment	✓	✓	✓	
Reads independently for information	✓	✓	✓	✓
LANGUAGE	4	4	3	3
Uses correct form in speaking	✓	✓	✓	
Writes punctuation	✓	✓	✓	✓
Uses correct vocabulary	✓	✓	✓	✓
Expresses ideas clearly	✓	✓	✓	✓
Expresses ideas creatively	✓	✓	✓	✓
SPELLING	3	3	3	3
Applies spelling rules	✓		✓	✓
Spells correctly in other work	✓	✓	✓	✓
WRITING	4	4	4	3
Forms letters legibly	✓	✓	✓	
Writes neatly	✓	✓	✓	✓
ARITHMETIC	3	3	3	3
Learning number facts	✓	✓	✓	
Checks work for accuracy	✓	✓	✓	✓
Understands number relationships	✓	✓		
Reasons well in problem solving	✓	✓	✓	✓
Learning the value of U.S. currency	✓	✓	✓	✓
SOCIAL STUDIES AND SCIENCE	3	3	3	3
Learning to observe	✓	✓		
Acquiring factual information	✓	✓	✓	✓
Applying reading skills	✓	✓	✓	✓
Developing understandings and appreciations	✓	✓	✓	✓

2 1010 S

PART II – PERSONAL SOCIAL DEVELOPMENT

Key to marking system:

1 – Superior progress
2 – Satisfactory progress
3 – Improvement is needed
4 – Unsatisfactory progress
✓ Items where improvement is needed

	Periods			
	1	2	3	4
ART SKILLS AND APPRECIATION	3	3	3	3
Works effectively with others	✓	✓	✓	✓
Uses time well	✓	✓	✓	✓
MUSIC SKILLS AND APPRECIATION	3	3	3	3
Participates in music	✓	✓		✓
Sings with good tone quality		✓	✓	✓
Enjoys music	✓	✓	✓	
PHYSICAL SKILLS AND HEALTH HABITS	3	3	2	2
Develops physical skills	✓	✓	✓	
Uses safety habits	✓	✓		✓
Follows safety rules	✓	✓		
OTHER SKILLS AND HABITS	3	2	2	2
Follows directions	✓		✓	
Works neatly	✓	✓		✓
Works accurately	✓			
Completes work on time	✓		✓	
Takes care of materials	✓			
Works independently	✓			✓
Listens attentively	✓			
PERSONAL SOCIAL ATTITUDES	3	3	3	3
Works effectively in groups	✓	✓	✓	
Plays well in groups	✓	✓		
Willing to accept correction	✓	✓	✓	
Willing to listen to others	✓	✓		
Accepts responsibility	✓	✓	✓	
Shows respect for authority	✓	✓		
Shows respect for the rights of others	✓			

PART III – ATTENDANCE RECORD AND ASSIGNMENT

ATTENDANCE RECORD	Periods			
	1	2	3	4
Days present	40	41	43	40
Days absent	5	3	2	4
Times tardy	0	1	0	1

ASSIGNMENT

Grade assignment for next year: 4
Grade

GRADES 2 and 3

197 2 – 197 8

Smith (LAST NAME) — Tiggy (FIRST NAME)

Private Elementary (SCHOOL)

[illegible] (PRINCIPAL) — Mrs Kelly (TEACHER)

PART I – ACHIEVEMENT LEVEL IN ACADEMIC SUBJECTS

Key to marking system for subjects:
A – Superior achievement
B – Above average achievement
C – Average achievement
D – Below average achievement
U – Unsatisfactory achievement

Key to marking system for subheadings:
✓ – Items where improvement is needed

	Periods 1	2	3	4
READING	✓	✓		
Reads with understanding	✓	✓		
Reads well orally	2	✓		
Works out new words	1	✓		
Reads independently for enjoyment	1	✓		
Reads independently for information	1	✓		
LANGUAGE				
Uses good English in speaking	✓	✓		
Writes in good form	2	2		
Developing good vocabulary	2	✓		
Expresses ideas clearly	2	✓		
Expresses ideas creatively	N	✓		
SPELLING	✓	✓		
Applies phonetic principles	✓	✓		
Spells correctly in other work	✓	✓		
WRITING				
Forms letters legibly	✓	✓		
Writes plainly	✓	✓		
ARITHMETIC				
Learning number facts	2	✓		
Checks work for accuracy	2	✓		
Understands number relationships	3	2		
Reasons well in problem solving	2	2		
Learning the value of U.S. currency	N	✓		
SOCIAL STUDIES AND SCIENCE				
Learning to observe	N	✓		
Acquiring factual information	✓	2		
Applying reading skills	2	✓		
Developing understandings and appreciations	1	✓		

12 1010 3 5

PART II – PERSONAL-SOCIAL DEVELOPMENT

Key to marking system:
1 – Superior progress
2 – Satisfactory progress
3 – Improvement is needed
4 – Unsatisfactory progress
✓ – Items where improvement is needed

	Periods 1	2	3	4
ART SKILLS AND APPRECIATION				
Works creatively with art materials				
Expresses original ideas				
MUSIC SKILLS AND APPRECIATION				
Developing a rhythmic sense	✓			
Developing good tone quality		✓		
Learning to read music				
PHYSICAL SKILLS AND HEALTH HABITS	✓			
Developing physical skills	✓	✓		
Observing health habits	✓	✓		
Observing safety habits				
WORK SKILLS AND HABITS	✓	✓		
Follows directions	✓	✓		
Works neatly	✓	✓		
Works accurately	✓	✓		
Completes work on time	✓	✓		
Takes care of materials	✓	✓		
Works independently	✓	✓		
Listens attentively				
PERSONAL SOCIAL ATTITUDES	2	2		
Works effectively in groups	2	✓		
Plays well in groups	✓	✓		
Willing to accept correction	✓	✓		
Willing to listen to others	2	2		
Assumes responsibility	2	2		
Shows respect for law and authority	✓	✓		
Shows respect for the rights of others				

PART III – ATTENDANCE RECORD AND ASSIGNMENT

ATTENDANCE RECORD	Periods 1	2	3	4
Days present	41	44		
Days absent	2	0		
Times tardy	0	0		

ASSIGNMENT

Grade assignment for next year. _____ Grade